

Purpose of Study

At Bridge Schools we have adopted the Cornwall Agreed Syllabus.

This document defines the principal aim of religious education as follows: to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

The curriculum is organised into 3 elements

1. Making sense of beliefs: Identifying and making sense of religious and non religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation
2. Understanding the impact: Examining how and why people put their beliefs in to practice in diverse ways, within their everyday lives, within their communities and in the wider world.
3. Making connections: Evaluating, reflecting on and connecting the beliefs and practices studies; allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils' thinking; discerning possible connections between these and pupils' own lives ad ways of understanding the world.

Key areas of learning include: God, creation, incarnation, gospel, salvation, Muslims, Hindus, Jews, sacred places, world and others, belonging

Through RE our children will develop:-

- core knowledge and understanding of the beliefs and practices associated with a range of religions
- a respect for the religious and cultural differences of others
- the ability to describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals
- the ability to identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews
- their ideas about how beliefs, practices and forms of expression influence individuals and communities

RE skills, knowledge and vocabulary progress ladder

| Key Knowledge/Breadth of Study | | |
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| Key Stage 1 | Lower Key Stage 2 | Upper Key Stage 2 |
| <p>Children study Christians, Jews and Muslims</p> <p>Making sense of beliefs</p> <ul style="list-style-type: none"> Identify core beliefs and concepts studied and give simple description of what they mean Give examples of how stories show what people believe (e.g. the meaning behind a festival) Give clear, simple accounts of what stories and other texts mean to believers <p>Understanding the impact</p> <ul style="list-style-type: none"> Give examples of how people use stories and teachings to guide their beliefs and actions Give examples of ways in which believers put their beliefs into practice <p>Making connections</p> <ul style="list-style-type: none"> Think, talk and ask questions about whether the ideas they have been studying have something to say to them Give a good reason for the views they have and the connections they make | <p>Children study Christians, Muslims, Hindus, Jews</p> <p>Making sense of beliefs</p> <ul style="list-style-type: none"> Identify and describe the core beliefs and concepts studied Make clear the links between texts/sources of authority and the core concepts studied Offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers <p>Understanding the impact</p> <ul style="list-style-type: none"> Make simple links between storied, teachings and concepts studied and how people live, individually and in communities Describe how people show their beliefs in how they worship and in the way they live Identify some differences in how people put their beliefs into practice <p>Making connections</p> <ul style="list-style-type: none"> Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how people think and live Give good reasons for the views they have and the connections they make | <p>Children study Christians, Muslims, Hindus, Jews</p> <p>Making sense of beliefs</p> <ul style="list-style-type: none"> Identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts Give meanings for texts/sources of authority studied, comparing these ideas with some ways in which believers interpret texts/sources authority <p>Understanding the impact</p> <ul style="list-style-type: none"> Make clear connections between what people believe and how they live individually and in communities Using evidence and examples, show how and why people put their beliefs into practice in different ways e.g. in different communities, denominations or cultures <p>Making connections</p> <ul style="list-style-type: none"> Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists) Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make |

RE skills, knowledge and vocabulary progress ladder

| RE skills, knowledge and vocabulary progress ladder - EYFS | |
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| Year Group | Content |
| Nursery | <ul style="list-style-type: none"> Develop positive attitudes about the differences between people |
| Reception | <ul style="list-style-type: none"> Know that some places are special to members of their community Know that people have different beliefs and celebrate special times in different ways Know some similarities and differences between different religions and cultural communities in this country, drawing on their experiences and what has been read in class |

| RE skills, knowledge and vocabulary progress ladder – KS1 & 2 | | |
|---|------------------|---|
| Topic | Year Group | Content |
| God | Year 1 Year 2 | <p>Making Sense of Beliefs:</p> <ul style="list-style-type: none"> Identify what a parable is Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father Give clear, simple accounts of what the story means to Christians <p>Understanding the Impact:</p> <ul style="list-style-type: none"> Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying 'sorry', by seeing God as welcoming them back; by forgiving others) Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God) <p>Making Connections:</p> <ul style="list-style-type: none"> Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas Give a reason for the ideas they have and the connections they make |
| | Year 3 Year 4 | <p>Making Sense of Beliefs:</p> <ul style="list-style-type: none"> Make clear links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth Offer informed suggestions about what the events of Pentecost in Acts 2 might mean Give examples of what Pentecost means to some Christians now <p>Understanding the Impact:</p> <ul style="list-style-type: none"> Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now Describe how Christians show their beliefs about the Holy Spirit in worship <p>Making Connections:</p> |

RE skills, knowledge and vocabulary progress ladder

| RE skills, knowledge and vocabulary progress ladder – KS1 & 2 | | |
|---|------------------|--|
| Topic | Year Group | Content |
| | | <ul style="list-style-type: none"> • Make links between ideas about the kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas |
| | Year 5 Year 6 | <p>Making Sense of Beliefs:</p> <ul style="list-style-type: none"> • Identify some different types of biblical texts, using technical terms accurately • Explain connections between biblical texts and Christian ideas of God, using theological terms <p>Understanding the Impact:</p> <ul style="list-style-type: none"> • Make clear connections between Bible texts studied and what Christians believe about God, for example, through how cathedrals are designed • Show how Christians put their beliefs into practice in worship <p>Making Connections:</p> <ul style="list-style-type: none"> • Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own <p>Kingdom of God</p> <p>Making Sense of Beliefs:</p> <ul style="list-style-type: none"> • Explain connections between biblical texts and the concept of the kingdom of God • Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations <p>Understanding the Impact:</p> <ul style="list-style-type: none"> • Make clear connections between belief in the kingdom of God and how Christians put their beliefs into practice • Show how Christians put their beliefs into practice in different ways <p>Making Connections:</p> <ul style="list-style-type: none"> • Relate the Christian ‘kingdom of God’ model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today • Articulate their own responses to the idea of the importance of love and service in the world today. |
| Creation | Year 1 Year 2 | <p>Making Sense of Beliefs:</p> <ul style="list-style-type: none"> • Retell the story of creation from Genesis 1:1–2:3 simply • Recognise that ‘Creation’ is the beginning of the ‘big story’ of the Bible • Say what the story tells Christians about God, Creation and the world <p>Understanding the Impact:</p> <ul style="list-style-type: none"> • Give at least one example of what Christians do to say ‘thank you’ to God for Creation <p>Making Connections:</p> <ul style="list-style-type: none"> • Think, talk and ask questions about living in an amazing world • Give a reason for the ideas they have and the connections they make between the Christian/Jewish Creation story and the world they live in. |

RE skills, knowledge and vocabulary progress ladder

| RE skills, knowledge and vocabulary progress ladder – KS1 & 2 | | |
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| Topic | Year Group | Content |
| | Year 3 Year 4 | <p>Making Sense of Beliefs:</p> <ul style="list-style-type: none"> Place the concepts of God and Creation on a timeline of the Bible’s ‘big story’ Make clear links between Genesis 1 and what Christians believe about God and Creation Recognise that the story of ‘the Fall’ in Genesis 3 gives an explanation of why things go wrong in the world <p>Understanding the Impact:</p> <ul style="list-style-type: none"> Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God’s creation is; care for the Earth – some specific ways) Describe how and why Christians might pray to God, say sorry and ask for forgiveness <p>Making Connections:</p> <ul style="list-style-type: none"> Ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today |
| | Year 5 Year 6 | <p>Making Sense of Beliefs:</p> <ul style="list-style-type: none"> Identify what type of text some Christians say Genesis 1 is, and its purpose Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations <p>Understanding the Impact:</p> <ul style="list-style-type: none"> Make clear connections between Genesis 1 and Christian belief about God as Creator Show understanding of why many Christians find science and faith go together <p>Making Connections:</p> <ul style="list-style-type: none"> Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses <ul style="list-style-type: none"> Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for their views. |
| Incarnation | Year 1 Year 2 | <p>Making Sense of Beliefs:</p> <ul style="list-style-type: none"> Give a clear, simple account of the story of Jesus’ birth and why Jesus is important for Christians Recognise that stories of Jesus’ life come from the Gospels <p>Understanding the Impact:</p> <ul style="list-style-type: none"> Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas <p>Making Connections:</p> <ul style="list-style-type: none"> Decide what they personally have to be thankful for, giving a reason for their ideas <ul style="list-style-type: none"> Think, talk and ask questions about Christmas for people who are Christians and for people who are not. |

RE skills, knowledge and vocabulary progress ladder

| RE skills, knowledge and vocabulary progress ladder – KS1 & 2 | | |
|---|------------------|---|
| Topic | Year Group | Content |
| | Year 3 Year 4 | <p>Making Sense of Beliefs:</p> <ul style="list-style-type: none"> • Recognise what a ‘Gospel’ is and give an example of the kinds of stories it contains • Offer suggestions about what texts about baptism and Trinity mean • Give examples of what these texts mean to some Christians today <p>Understanding the Impact:</p> <ul style="list-style-type: none"> • Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live <p>Making Connections:</p> <ul style="list-style-type: none"> • Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like. |
| | Year 5 Year 6 | <p>Making Sense of Beliefs:</p> <ul style="list-style-type: none"> • Explain the place of Incarnation and Messiah within the ‘big story’ of the Bible • Identify Gospel and prophecy texts, using technical terms • Explain connections between biblical texts, Incarnation and Messiah, using theological terms <p>Understanding the Impact:</p> <ul style="list-style-type: none"> • Show how Christians put their beliefs about Jesus’ Incarnation into practice in different ways in celebrating Christmas • Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible <p>Making Connections:</p> <ul style="list-style-type: none"> • Weigh up how far the idea of Jesus as the ‘Messiah’ — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people’s lives, giving good reasons for their answers |
| Gospel | Year 1 Year 2 | <p>Making Sense of Beliefs:</p> <ul style="list-style-type: none"> • Tell stories from the Bible and recognise a link with the concept of ‘Gospel’ or good news • Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians • Recognise that Jesus gives instructions to people about how to behave <p>Understanding the Impact:</p> <ul style="list-style-type: none"> • Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless • Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession) <p>Making Connections:</p> |

RE skills, knowledge and vocabulary progress ladder

| RE skills, knowledge and vocabulary progress ladder – KS1 & 2 | | |
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| Topic | Year Group | Content |
| | | <ul style="list-style-type: none"> Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas. |
| | Year 3 Year 4 | <p>Making Sense of Beliefs:</p> <ul style="list-style-type: none"> Identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people' Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian <p>Understanding the Impact:</p> <ul style="list-style-type: none"> Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways <p>Making Connections:</p> <ul style="list-style-type: none"> Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas. |
| | Year 5 Year 6 | <p>Making Sense of Beliefs:</p> <ul style="list-style-type: none"> Identify features of Gospel texts (for example, teachings, parable, narrative) Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts <p>Understanding the Impact:</p> <ul style="list-style-type: none"> Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives <p>Making Connections:</p> <ul style="list-style-type: none"> Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives Articulate their own responses to the issues studied, recognising different points of view. |
| Salvation | Year 1 Year 2 | <p>Making Sense of Beliefs:</p> <ul style="list-style-type: none"> Recognise that Incarnation and Salvation are part of a 'big story' of the Bible Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people) <p>Understanding the Impact:</p> <ul style="list-style-type: none"> Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter <p>Making Connections:</p> <ul style="list-style-type: none"> Think, talk and ask questions about whether the story of Easter only has something to say to |

RE skills, knowledge and vocabulary progress ladder

| RE skills, knowledge and vocabulary progress ladder – KS1 & 2 | | |
|---|------------------|--|
| Topic | Year Group | Content |
| | | Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas. |
| | Year 3 Year 4 | <p>Making Sense of Beliefs:</p> <ul style="list-style-type: none"> Recognise the word ‘Salvation’, and that Christians believe Jesus came to ‘save’ or ‘rescue’ people, e.g. by showing them how to live Offer informed suggestions about what the events of Holy Week mean to Christians Give examples of what Christians say about the importance of the events of Holy Week <p>Understanding the Impact:</p> <ul style="list-style-type: none"> Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities Describe how Christians show their beliefs about Jesus in worship in different ways <p>Making Connections:</p> <ul style="list-style-type: none"> Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died ‘Good Friday’, giving good reasons for their suggestions |
| | Year 5 Year 6 | <p>Making Sense of Beliefs:</p> <ul style="list-style-type: none"> Outline the timeline of the ‘big story’ of the Bible, explaining how Incarnation and Salvation fit within it Explain what Christians mean when they say that Jesus’ death was a sacrifice, using theological terms Suggest meanings for narratives of Jesus’ death/resurrection, comparing their ideas with ways in which Christians interpret these texts <p>Understanding the Impact:</p> <ul style="list-style-type: none"> Make clear connections between the Christian belief in Jesus’ death as a sacrifice and how Christians celebrate Holy Communion/Lord’s Supper Show how Christians put their beliefs into practice in different ways <p>Making Connections:</p> <ul style="list-style-type: none"> Weigh up the value and impact of ideas of sacrifice in their own lives and the world today <ul style="list-style-type: none"> Articulate their own responses to the idea of sacrifice, recognising different points of view. |
| Muslims | Year 1 Year 2 | <p>Making Sense of Beliefs:</p> <ul style="list-style-type: none"> Recognise the words of the Shahadah and that it is very important for Muslims Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names, and give a simple description of what some of them mean Give examples of how stories about the Prophet* show what Muslims believe about Muhammad <p>Understanding the Impact:</p> <ul style="list-style-type: none"> Give examples of how Muslims use the Shahadah to show what matters to them Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) |

RE skills, knowledge and vocabulary progress ladder

| RE skills, knowledge and vocabulary progress ladder – KS1 & 2 | | |
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| Topic | Year Group | Content |
| | | <ul style="list-style-type: none"> • Give examples of how Muslims put their beliefs about prayer into action <p>Making Connections:</p> <ul style="list-style-type: none"> • Think, talk and ask questions about Muslim beliefs and ways of living • Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas <ul style="list-style-type: none"> • Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too. |
| | Year 3 Year 4 | <p>Making Sense of Beliefs:</p> <ul style="list-style-type: none"> • Identify some beliefs about God in Islam, expressed in Surah 1 • Make clear links between beliefs about God and ibadah (e.g. how God is worth worshiping; how Muslims submit to God) <p>Understanding the Impact:</p> <ul style="list-style-type: none"> • Give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve • Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque) <p>Making Connections:</p> <ul style="list-style-type: none"> • Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims <ul style="list-style-type: none"> • Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas. |
| | Year 5 Year 6 | <p>Making Sense of Beliefs:</p> <ul style="list-style-type: none"> • Identify and explain Muslim beliefs about God, the Prophet* and the Holy Qur'an (e.g. Tawhid; Muhammad as the Messenger, Qur'an as the message) • Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; Hajj practices follow example of the Prophet) <p>Understanding the Impact:</p> <ul style="list-style-type: none"> • Make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art) • Give evidence and examples to show how Muslims put their beliefs into practice in different ways <p>Making Connections:</p> <ul style="list-style-type: none"> • Make connections between Muslim beliefs studied and Muslim ways of living in Britain/Cornwall today • Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims <ul style="list-style-type: none"> • Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views. |

RE skills, knowledge and vocabulary progress ladder

| RE skills, knowledge and vocabulary progress ladder – KS1 & 2 | | |
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| Topic | Year Group | Content |
| Jews | Year 1 Year 2 | <p>Making Sense of Beliefs:</p> <ul style="list-style-type: none"> • Recognise the words of the Shema as a Jewish prayer • Re-tell simply some stories used in Jewish celebrations (e.g. Chanukah) • Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like <p>Understanding the Impact:</p> <ul style="list-style-type: none"> • Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) • Make links between Jewish ideas of God found in the stories and how people live • Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat) <p>Making Connections:</p> <ul style="list-style-type: none"> • Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas <ul style="list-style-type: none"> • Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too. |
| | Year 3 Year 4 | <p>Making Sense of Beliefs:</p> <ul style="list-style-type: none"> • Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean • Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people • Offer informed suggestions about the meaning of the Exodus story for Jews today <p>Understanding the Impact:</p> <ul style="list-style-type: none"> • Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals) • Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities <p>Making Connections:</p> <ul style="list-style-type: none"> • Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future <ul style="list-style-type: none"> • Make links with the value of personal reflection, saying 'sorry', being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas. |
| | Year 5 Year 6 | <p>Making Sense of Beliefs:</p> <ul style="list-style-type: none"> • Identify and explain Jewish beliefs about God • Give examples of some texts that say what God is like and explain how Jewish people interpret them <p>Understanding the Impact:</p> <ul style="list-style-type: none"> • Make clear connections between Jewish beliefs about the Torah and how they use and treat it • Make clear connections between Jewish commandments and how Jews live (e.g. in relation to |

RE skills, knowledge and vocabulary progress ladder

| RE skills, knowledge and vocabulary progress ladder – KS1 & 2 | | |
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| Topic | Year Group | Content |
| | | <p>kosher laws)</p> <ul style="list-style-type: none"> • Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice) <p>Making Connections:</p> <ul style="list-style-type: none"> • Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today <ul style="list-style-type: none"> • Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today and articulate responses on how far they are valuable to people who are not Jewish. |
| Hindus | Year 3 Year 4 | <p><u>Hindus and God</u></p> <p>Making Sense of Beliefs:</p> <ul style="list-style-type: none"> • Identify some Hindu deities and say how they help Hindus describe God • Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God • Offer informed suggestions about what Hindu murtis express about God <p>Understanding the Impact:</p> <ul style="list-style-type: none"> • Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshipping at a home shrine; celebrating Diwali) • Identify some different ways in which Hindus worship <p>Making Connections:</p> <ul style="list-style-type: none"> • Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/ destroy in the world today <ul style="list-style-type: none"> • Make links between the Hindu idea of everyone having a ‘spark’ of God in them and ideas about the value of people in the world today, giving good reasons for their ideas <p><u>Hindus in Britain</u></p> <p>Making Sense of Beliefs:</p> <ul style="list-style-type: none"> • Identify the terms ‘dharma’, ‘Sanatan Dharma’ and ‘Hinduism’ and say what they mean • Make links between Hindu practices and the idea that Hinduism is a whole ‘way of life’ (dharma) <p>Understanding the Impact:</p> <ul style="list-style-type: none"> • Describe how Hindus show their faith within their families in Britain today (e.g. home puja) • Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali) • Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India) <p>Making Connections:</p> |

RE skills, knowledge and vocabulary progress ladder

| RE skills, knowledge and vocabulary progress ladder – KS1 & 2 | | |
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| Topic | Year Group | Content |
| | | <ul style="list-style-type: none"> • Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas |
| | Year 5 Year 6 | <p>Making Sense of Beliefs:</p> <ul style="list-style-type: none"> • Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately • Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha, etc. <p>Understanding the Impact:</p> <ul style="list-style-type: none"> • Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live • Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha, etc. • Give evidence and examples to show how Hindus put their beliefs into practice in different ways <p>Making Connections:</p> <ul style="list-style-type: none"> • Make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus • Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view. |
| Sacred places | Year 1 Year 2 | <p>Making Sense of Beliefs:</p> <ul style="list-style-type: none"> • Recognise that there are special places where people go to worship, and talk about what people do there • Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean • Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship <p>Understanding the Impact:</p> <ul style="list-style-type: none"> • Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe • Give simple examples of how people worship at a church, mosque or synagogue • Talk about why some people like to belong to a sacred building or a community <p>Making Connections:</p> <ul style="list-style-type: none"> • Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas <ul style="list-style-type: none"> • Talk about what makes some places special to people, and what the difference is between religious and non-religious special places. |

RE skills, knowledge and vocabulary progress ladder

| RE skills, knowledge and vocabulary progress ladder – KS1 & 2 | | |
|---|---|--|
| Topic | Year Group | Content |
| | Year 3 Year 4 | |
| | Year 5 Year 6 | |
| World and others | Year 1 Year 2 | <p>Making Sense of Beliefs:</p> <ul style="list-style-type: none"> • Identify a story or text that says something about each person being unique and valuable • Give an example of a key belief some people find in one of these stories (e.g. that God loves all people) • Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world <p>Understanding the Impact:</p> <ul style="list-style-type: none"> • Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories • Give examples of how Christians and Jews can show care for the natural Earth • Say why Christians and Jews might look after the natural world <p>Making Connections:</p> <ul style="list-style-type: none"> • Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world <ul style="list-style-type: none"> • Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world |
| | Year 3 Year 4 Making the World Better | <p>Making Sense of Beliefs:</p> <ul style="list-style-type: none"> • Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin) • Make links between religious beliefs and teachings and why people try to live and make the world a better place <p>Understanding the Impact:</p> <ul style="list-style-type: none"> • Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. tikkun olam and the charity Tzedek) • Describe some examples of how people try to live (e.g. individuals and organisations) • Identify some differences in how people put their beliefs into action <p>Making Connections:</p> <ul style="list-style-type: none"> • Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better |
| | Year 5 Year 6 | <p>Making Sense of Beliefs:</p> <ul style="list-style-type: none"> • Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist) |

RE skills, knowledge and vocabulary progress ladder

| RE skills, knowledge and vocabulary progress ladder – KS1 & 2 | | |
|---|------------------------------------|---|
| Topic | Year Group | Content |
| | Humanists and Christians | <ul style="list-style-type: none"> • Make links with sources of authority that tell people how to be good (e.g. Christian ideas of ‘being made in the image of God’ but ‘fallen’, and Humanists saying people can be ‘good without God’) <p>Understanding the Impact:</p> <ul style="list-style-type: none"> • Make clear connections between Christian and Humanist ideas about being good and how people live • Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view <p>Making Connections:</p> <ul style="list-style-type: none"> • Raise important questions and suggest answers about how and why people should be good <ul style="list-style-type: none"> • Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views. |
| Belonging | Year 1 Year 2 | <p>Making Sense of Beliefs:</p> <ul style="list-style-type: none"> • Recognise that loving others is important in lots of communities • Say simply what Jesus and one other religious leader taught about loving other people <p>Understanding the Impact:</p> <ul style="list-style-type: none"> • Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean • Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious) <p>Making Connections:</p> <ul style="list-style-type: none"> • Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences <ul style="list-style-type: none"> • Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas. |
| | Year 3 Year 4 Stages of Life | <p>Making Sense of Beliefs:</p> <ul style="list-style-type: none"> • Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean • Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today <p>Understanding the Impact:</p> <ul style="list-style-type: none"> • Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean • Make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals) |

RE skills, knowledge and vocabulary progress ladder

| RE skills, knowledge and vocabulary progress ladder – KS1 & 2 | | |
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| Topic | Year Group | Content |
| | | <ul style="list-style-type: none"> Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism) <p>Making Connections:</p> <ul style="list-style-type: none"> Raise questions and suggest answers about whether it is good for everyone to see life as journey, and to mark the milestones Make links between ideas of love, commitment and promises in religious and non-religious ceremonies <ul style="list-style-type: none"> Give good reasons why they think ceremonies of commitment are or are not valuable today |
| | Year 5 Year 6 Life gets hard Why believe in God | <p>Life gets Hard</p> <p>Making Sense of Beliefs:</p> <ul style="list-style-type: none"> Define the terms ‘theist’, ‘atheist’ and ‘agnostic’ and give examples of statements that reflect these beliefs Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from Give examples of reasons why people do or do not believe in God <p>Understanding the Impact:</p> <ul style="list-style-type: none"> Make clear connections between what people believe about God and the impact of this belief on how they live Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis) <p>Making Connections:</p> <ul style="list-style-type: none"> Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not Make connections between belief and behaviour in their own lives, in the light of their learning. <p>Why believe in God</p> <p>Making Sense of Beliefs:</p> <ul style="list-style-type: none"> Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life Identify beliefs about life after death in at least two religious traditions, comparing and accounting for similarities and differences <p>Understanding the Impact:</p> <ul style="list-style-type: none"> Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement) Give examples of ways in which beliefs about resurrection/judgement/heaven/karma/reincarnation make a difference to how someone lives |

RE skills, knowledge and vocabulary progress ladder

| RE skills, knowledge and vocabulary progress ladder – KS1 & 2 | | |
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| Topic | Year Group | Content |
| | | <p>Making Connections:</p> <ul style="list-style-type: none"> • Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these • Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own |

| RE Key Vocabulary | | | | | | |
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| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Christianity | Easter, Resurrection, Crucifixion, Candles, Lamb, Lent, Egg and Hare, Commemorates, Rebirth, Passover, Hot Cross Buns Worship, Ceremonies, Communion, Baptism, Stained glass window Altar, Bible, Priests, Organ, Lectern, Bishop, Grave | Christianity, Christian, Jesus Christ, Bible, Church, God's Son, Lord, Bethlehem, Saviour, Joseph, Mary Stable, Flock, Vicar, Prayer, Heaven, God, Cross, The Lost Son, The Good Samaritan, Light of the World | Chapel, Congregation, Pastor, Priest, Denominations, Secular place, Scripture, Sermon, Holy ceremonies, Christmas, 10 Commandments | Angel, Apostles, Bless, Commandment, Condemn, Confess, Faith, Holy Spirit, Pastor, Preach, Prophecy, Prophet, Repent, Revelation, Scripture, Spirit, Testament, Sacred text, Old Testament, New Testaments, Sacred building, Cathedral, Jerusalem, Bethlehem, Nazarete | Covenant, Stive, Bethlehem, Crucified, Romans, The Trinity, Ressurrection, Angel Gabriel, Messiah, Pentecost, Advent, Repent Commitment, Apostles, Baptise, Bless, Born Again, Commandments, Communion, Confess, Conscience, Consecrate, Convict, Crucify, Conselor, Evangelist, Faithful, Holy Spirit, Iniquity, Miracles, Mercy, Pastor, Persecuted, Reconcile, Redeem, Repentance, Revelation, Trinity, Wisdom, Wrath of God, Treaty | Epiphany, Lent, Holy Week, Easter, Good Friday, Holy Satyrday, Easter Day, Easter Monday, Ascension Day, Season of Pentecost, Trinity Sunday, Advent, Moveable dates, Salvation, Sanhedrin, Sanctuary, Sanctify, Salvation, Sacrifice, Redeemer, Reconcile, Parable, Intercede, Idolatry, Gospel, Grace, Doctrine |

RE skills, knowledge and vocabulary progress ladder

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| Hinduism | Hinduism, Rangoli, | Toran, Sparkles, Crackers, Dhanteras, Laxmi pooja, Bhai dooj, Saree, Salwar Kameez, Kurta Temple/ Mandir, Priest, Prayer / Puja/ Aarti, Namaste, Symbol, Divine, Worship, Ganesh, Lakshmi, Rama, Sita, Krishna, Hanuman, Ramajana, Shrine | Belief, Aum/Om symbol, Religion, Creation, Vegetarianism, Ahimsa, Natural world, India, Great Britain Krishna, Rama, Shiva, Ganesh, Trimurti, Brahma, Vishnu, Sudhama, Universe, Creation, Preservation, Destruction Samskars | |
| Islam | Islam. Muslim, Allah, Creator, Crescent | , Qur'an, Creation, Masjid/Mosque, Prophet Muhammad (Peace be upon him), Madinah, Makkah, Prayer Prophet, Shahadah, Salah(prayer), Sawm(Fast), Zakat (Charity), Hajj (pilgrimage), Pillar | Eid ul Fitr, Fast/ing, Muslim, Halal, Qur'an stand, Muhammad(pbuh), PBUH = Peace Be Upon Him, Messenger, Ramadan, Quran, Crescent, Charity, Forgiveness Prophet Ibrahim, Prophet Ismail, Prophet Mohammad (pbuh), Hajj, Ihram, Makkah, Salat, Ka'aba, Pilgrimage, Madinah, Ummah, Mina, Arafat | |
| Judaism | Torah, Hebrew, Judaism, Jewish, Scroll, Shabbat, | Havdalah, Blessing, Challah, Creation, Kosher, Mitzvah Mezuzah, Shema, Hanukkah, Dreidel, Latkes, Miracle, Sukkot, Sukkah, Willow, Synagogue, Ark, Torah, Hebrew | Rabbi, Bar Mitzvah, Bat Mitzvah, Kippah, Tallit, Tzitzit, Synagogue, Mazel tov | Freedom, Haggadah, Exodus, Symbol Passover, Pesach, Slave, Slavery, Matzah, Seder, Kosher, Egypt, Moses, Plague, Israel |
| Additional Key vocabulary | Festivals, Celebration, Sharing, Nativity, Latkes, Prayer, Belonging, Family, Worship, Naming ceremony American Independence Day, April Fools' Day, Ash Wednesday, Birthdays, Bonfire Night, Burns Night, Chinese New Year, Diwali, Easter, Eid, Father's Day, General Celebration Displays, Grandparents Day, Halloween, Hanukkah, Harvest, Resources, | Responsibility, Mysterious, Unique, Earth, Saint Francis Pilgrimage, Kovil, Masjid/mosque, Qiblah, Genuflecting, Adoration, Devotion, Authority, Hymn, Commemoration, Deities, Ablutions, Ritual, Liturgy, Eucharist / communion, Hajj, Venerate | Healing, Commemorate, Epitaph, Eulogy, Grave, Gravestone, Bereaved service, Grieving Local Community, Broader Community, Faith groups, Practices, Diversity of faiths Peaceful, Conflict, Asylum seeker, Ahimsa, Metta confrontation, Dharmachakra, Interconnectedness Bhavachakra, Bodhisattva Bereavement, Grief | |

RE skills, knowledge and vocabulary progress ladder

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| | Lent, Mandela Day, Mother's Day, Navratri, New Year, Pancake Day (Shrove Tuesday), Pentecost, Rosh Hashanah, Royal Wedding, Saint Andrew's Day, St David's Day, St George's Day, St Patrick's Day, St Swithin's Day, Summer Fair, Thanksgiving, The Queen's Birthday, Valentine's Day, Weddings, Wesak - Buddha's Birthday, Yom Kippur | | |
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